



DANESMEAD, FULFORD CROSS, YORK
YO10 4PB
TEL: (01904) 654983

YORK STEINER SCHOOL

POSITIVE BEHAVIOUR MANAGEMENT POLICY (Including EXCLUSION PROCEDURE)

Approved by:	Board of Trustees	Date: October 2023
Last reviewed on:	October 2023	
Next review due by:	October 2024	

This policy relates to the Main School. There is a separate Early Years Behaviour Policy, however the Exclusion Procedure relates to the Whole School.

It is a primary aim of York Steiner School that every member of the School community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The School's behaviour policy aims to promote an environment in which everyone feels happy, safe and secure. Learning to be an emotionally intelligent, socially responsible person is a continuing process, and teachers are responsible for guiding, supporting, developing and facilitating this in the same way that they take responsibility for children and young people's academic learning.

“If controlling another human being is the goal, then force is necessary.
Fear, intimidation, threats, power-plays, pain – those are the means of control.
But, if growing healthy humans is the goal, then building trust relationships, encouraging,
guiding, leading, teaching and communicating are the tools for success.”
L. R. Knost

Discipline is an essential part of a successful school. York Steiner School commits to policies, procedures and approaches which at all times:

- Are gentle on the child
- Keep children safe
- Are firm on behaviour
- Maintain unconditional positive regard
- Support the child to behave better next time

We apply a graduated response to behaviour, in which we aim to recognise and respond to the needs being communicated by the behaviour. We differentiate our behaviour policy as appropriate to meet the needs of all the children and young people within our school community, in line with the Equality Act (2010). At York Steiner School, we recognise that consistency and routines help children and young people to feel safe. We aim to ensure that:

- All school staff have read the school's behaviour policy and feel confident in applying it.
- We refer to the School expectations every time we provide feedback or discipline, in which we explain how a behaviour has/has not embodied these expectations.
- All school staff are aware of the strategies being used to support individual children and young people with additional needs.
- All school staff endeavour to communicate in a way which supports children and young people to self-regulate and manage their stress responses.

The staff at York Steiner School will:

- Nurture and cherish their relationships with children/young people and their families
- Recognise the emotions underpinning both the behaviour of the children/young people and their own emotional response to this behaviour
- Use agreed approaches to ensuring consistency in recognising behaviour which embodies/does not embody school expectations
- Identify and meet the need being communicated through a behaviour at the earliest opportunity (rather than using sanctions to reduce the behaviour)
- Use restorative conversations alongside the child or young person to reflect on triggers, thoughts, feelings and what might help in the future
- Use a relational approach to behaviour management
- Endeavour to remain consistently calm
- Model desired behaviour

- Always give children/young people a fresh start as required

Positive behaviour at York Steiner School will be promoted through two key approaches:

- The School Values, and
- The Behaviour Management Triangle.

School Values

Rather than 'rules', the School will frame both positive and challenging behaviour within a simple, memorable and understandable expression of the School's values for children.

These are:

- BE KIND
- BE SAFE
- BE HELPFUL AND READY TO LEARN

Positive descriptions of children's behaviour, expectations of positive behaviour and descriptions of problematic or challenging behaviour can all be framed within these descriptors, which are then regularly reinforced so that children embody the values in their daily lives. For example, "Was that kind? Was that helpful?".

The Behaviour Management Triangle

The Behaviour Management Triangle frames each child's behaviour in a much wider context of adult responsibilities, the meeting of needs and relationships:

Interactions
Needs of the Child
Classroom Management
Design of the School Environment
Relationship

Relationship:

"Every human needs to feel like someone is happy that they're here" Lou Harvey-Zahra

Positive behaviour management is first and foremost founded on positive relationships between children and adults. In order to learn, children need to feel safe, secure, recognised, understood, listened to, accepted, relaxed and supported. The Rhythmical Process of Learning repeatedly supports this through including the extended period that teachers spend with their class, small classes, the parent-partnership approach and, more fundamentally, the overarching philosophy and anthroposophical understanding of the nature of the developing human being. Each child is recognised as a valuable and whole individual.

Peer relationships are also vitally important, and teachers work to ensure that these are positive and supportive (please also see the Anti-Bullying Policy). Teachers will facilitate

regular opportunities for discussion, for example at mealtimes and in class circle times. Feelings around difference, individuality, social inclusion/exclusion, acceptance and tolerance will be explored in an age appropriate way. In the lower school, all children will engage in a weekly PSHE session, a structured personal and social education programme that builds and enhances respectful relationships for children with their peers. It enables children to learn the skills of making and sustaining friendships, teaches courtesy and good manners, and cultivates the language that makes relationships work well.

Design of the School Environment

“Classroom environments are public statements about the educational values of the institution and the teacher”. Patricia Tarr

Teachers will be committed to creating learning spaces that foster calm, focussed behaviour. All materials within the environment – the décor, the wall displays, the resources, the equipment etc – will be critically selected to ensure that they contribute to children’s learning activities and wellbeing. Classrooms and other learning spaces are predictable, cared for and safe, giving children the sense that the school environment is ‘well held’. Teachers will model how the environment should be cared for, which has an impact on how the children perceive the adults’ care for them, how the children treat the environment and how the children treat each other.

Classroom Management

“rigorous, joyful and orderly classrooms grant students real independence”, Doug Lemov

Classroom planning, systems and routines are at the heart of the smooth running of any school. In a Steiner Waldorf school, teachers aim to develop lessons and activities that are engaging and where opportunities to think, feel and move are well balanced. Main lesson blocks run for 3-4 week periods, allowing pupils to become immersed in a subject, as well as removing constant transitions that can create stress.

Classroom procedures need to have a demonstrable structure and clear expectations so that students feel safer and calmer therefore supporting positive behaviours. Teachers will ensure that the daily routine of the classroom is consistent and explicit. Schedules and routines will be embedded to help children understand the expectations of the environment. All classrooms will have clearly visible visual timetables which will be reinforced regularly by all adults.

Transitions between activities, between different spaces and between parts of the day can be key triggers for behaviours that challenge. Transitions will be signalled sensitively, for example by a song, a visual cue or a particular sound, and children will be given sufficient warning to allow them to complete an activity and successfully redirect their attention. This careful classroom management creates an atmosphere of autonomy and freedom, supporting effective learning behaviours and independence. **See Appendix One for useful strategies.**

Needs of the Child

“When we only look at behaviour, we stop seeing the child and only look with an intent to judge whether we need to reward or punish. When we look behind the behaviour, we see that little struggling human who needs help with something.” Rebecca Eanes.

Maslow’s hierarchy of needs demonstrates that growth, or learning, cannot take place effectively until a number of other needs have been met¹:



Many of the approaches outlined above help to ensure that children’s needs will be consistently met, but children’s home and family circumstances may mean that individual children face particular challenges and difficulties at certain times in their lives that will affect their wellbeing and learning. The School will work to understand what unmet need or lagging skills might be driving a child’s behaviour, rather than resorting firstly to punishment. Teachers and members of pastoral care teams will follow a collaborative approach to understand and help behaviourally challenging students in ways that are non-punitive, non-adversarial, skill building, relationship enhancing, collaborative, proactive, and—most important—helpful. Any child whose basic physiological needs are not being met on a regular basis would be of significant concern, and would necessitate staff using the Safeguarding and Child Protection Policy. Where children’s individual needs are not being met in any way, the School’s responsibility is to work with parents to ensure that this is rectified.

¹ Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370–396

Interactions

“One emotionally available adult can make all the difference, and for some children that adult will be someone at school” Trauma and Mental Health Informed Schools, 2019

York Steiner School commits to a Trauma Informed, Mental Health Aware, relational pedagogy which supports children and young people’s emotional health, wellbeing and resilience. All staff, teaching and non-teaching, will be trained in this approach to ensure that sensitive adult-child interactions are given the highest priority.

Teachers will strive to support children by helping them to develop a rich emotional vocabulary through storytelling, the study of literature and in their interactions. Teachers will adopt an attitude of P.A.C.E., ensuring that interactions are **P**layful, **A**ccepting, **C**urious and **E**mpathetic (D. Hughes)

Playful: creating moments of lightness, humour and interest so that children and young people feel safe and relaxed, and less defensive.

Accepting: of the emotion that lies beneath a child’s behaviour (but not of inappropriate behaviour itself). Actively communicating to the child that you accept, without judgement, the child’s inner life.

Curious: children often know that their behaviour was inappropriate. True curiosity is a simple desire to truly understand what an experience was like for a child. It helps children to know that adults are compassionate.

Empathetic: empathy is a way of connecting with a child or young person so that they know that they are not alone when they are in struggle . It is a way to connect to the emotion that another person is experiencing.

All adults in the School will be trained in the neurobiology of stress, and the impact that this has on children and young people’s behaviour. They will understand how physical and hormonal responses to triggers can cause fight, flight, freeze, fawn or flop behaviours, and how to respond to these responses with key relational skills:

If behaviour becomes unmanageable, a second member of staff will support. A member of staff can indicate if they need help by asking for a glass of water. Equally, if a staff member sees another staff member with a dysregulated child, they can offer support by asking them if they want a glass of water.

Low level disruption

Low level disruptive classroom behaviours are increased if the teacher directs focus and attention to them. If intervention is needed, adults will focus on describing the behaviours that they do want to see, with an assumption of compliance, rather than inadvertently drawing attention to the behaviours that they don’t want and implying that there is a choice. For example, using ‘Jack, put your crayons away, thank you’ rather than ‘Jack, stop drawing please’, or ‘Jack, would you like to stop drawing now and put your crayons away?’.

We employ a graduated response. During school hours and in some instances outside, pupils will receive a warning for failing to abide by the School's behavioural expectations. Teachers may employ the 5-step approach when dealing with low level disruption within the classroom. Each class will adapt their own 5-step process and communicate this to children and to the parents of their class.

Children with special educational needs will have particular consideration when implementing this policy.

For example, extra steps before step 1:

Example:

Mildred has ADHD and finds it difficult to stay quiet in class; if she shouts out in class she is reminded on at least 2 occasions to use her personalised strategies before being told she is on step 1. Her personalised strategies may be fiddlers, writing her answers on a board, movement breaks, etc.

Step 1

The class/subject teacher will indicate the negative behaviour needs to stop; for example, making eye contact and say "1", they may also move closer to the child or place a gentle hand on the child's table.

If the behaviour continues:

Step 2

The teacher needs to say "2" and can employ various strategies e.g. They could ask a child to sit out from an activity (within the learning space) until they are able to re-join; speak with the child about what they have done and re-establish expectations for positive behaviour. See appendix for examples.

Step 3

The teacher says "3" and asks the child to stay in with the teacher for a chat after the lesson. This includes the next available break for the teacher.

Step 4

A pupil who has consistently misbehaved throughout a lesson can be asked to have supervised "time-out" for a limited time to another class, to the SENDCo or to the Head Teacher.

- Class teacher will feedback to a parent at the end of the school day if possible or the following morning and record behaviour on CPOMS.
- If this happens twice or more in one week, the Head Teacher or SENCO will email home to inform.
- A meeting will be called if necessary whereby the School and parents will work together to identify strategies to support improved behaviour.

Step 5

If there is no significant improvement in behaviour, the behaviour/safeguarding team will organise a further meeting with parents and class teacher and will discuss a supportive behaviour plan to move forward.

A child study will be carried out in the Pedagogical meeting including all members of staff who teach the child.

If significant improvement of behaviour is not recorded on the behaviour plan after one half-term this may result in fixed-term exclusion. The pupil's progress in self-regulation of their behaviour will be taken into account.

Fixed term exclusion – A fixed period exclusion is where a child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school.

A fixed period exclusion should be used only after an extremely serious breakdown in behaviour. If a pupil is excluded for a fixed period the School will inform the parents immediately of:

- the reason for the exclusion;
- the date when the pupil may return;
- the meeting that needs to be held with the child, parent and teacher on the day of return.
- their right to put their case in writing to the Head Teacher/Chair of Trustees.

If a pupil is excluded during the school day, the School will remain responsible for the pupil until he/she can be collected from the premises by an appropriate adult. In no cases will an excluded pupil be allowed to go home on his/her own.

Monitoring and evaluating school behaviour

The teachers are responsible for keeping written records of behaviour incidents, repeated misbehaviour and/or meriting "time-out". The teachers' written records will be monitored by the DSL.

The class teacher is responsible for bringing the issue of the child's behaviour to the parent and to the behaviour/safeguarding team in steps 4+5.

The behaviour and safeguarding team will regularly evaluate behaviour in school. The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it

Exclusion Guidance

The decision to exclude a pupil from York Steiner School is a very serious one, and will not be taken lightly. The Head Teacher, or Early Years Manager, in liaison with the School Mandate Group, are the only staff who can take the final decision to permanently exclude a pupil.

Good discipline in York Steiner School is essential to ensure that all pupils can benefit from the opportunities provided by our education.

Permanent exclusion can only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the School.

Before a decision of exclusion can be made, the Head Teacher/ DSL will consult the behaviour/safeguarding team. There are likely to have been earlier discussions, a supportive behaviour plan or correspondence between parents and the School regarding the pupil's behaviour except in exceptional circumstances and breach of behaviour policy. The decision to exclude a pupil must be lawful, reasonable and fair. We have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. We will also give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion, including a behaviour arising from having been subjected to bullying.

The School will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance and fixed exclusions
- Incidents of searching, screening and confiscation

Types of Exclusion

There are two types of exclusion, Fixed Period (formerly known as suspension) and Permanent (formerly known as expulsion). A pupil may be excluded for a specific length of time - e.g. 4 school days. Fixed Period exclusions may not total more than 45 school days in a school year.

For more serious incidents the School may decide on a permanent exclusion.

When Exclusion becomes the case

The School must explain to the parents as soon as possible and preferably by phone or in person:

- the date the exclusion becomes effective.
- the date when their child will return (and any conditions which may have to be met prior to return).
- why the School has decided to exclude the pupil;
- the steps taken to try to avoid exclusion;
- the arrangements for setting and marking the pupil's work during their absence from school (if appropriate);
- the parents' right to state their case to the deciding group or Trustees;
- their right to see their child's school record
- Maintain contact with the child or young person and their family throughout the process (e.g. telephoning the child or young person at the beginning and end of each day, to check how they are doing and how the work they have been set is going)
- Use Restorative Practice to structure reintegration meetings and reduce blame Hold a restorative group for staff involved in supporting the child or young person
- Place the child or young person's (and parent's/carer's) voice at the heart of each step of the process.

Permanent Exclusion (expulsion)

If the School is considering permanently excluding a pupil, the child will be sent home pending investigation. The School will inform the parents, at once, by telephone if possible, of the potential of permanent exclusion and the specific reason for it.

- If a pupil's behaviour has become untenable or the teaching staff feels that a child is not benefiting from Steiner education, then this will be discussed with the parents.
- After the meeting, the parents will be made fully aware in writing of the expulsion.

If a pupil is to be permanently excluded, the School will inform the parent(s) at once, by telephone if possible, of the exclusion and the specific reason for it.

The School will also provide parents with details of any relevant previous warnings, fixed period exclusions or other disciplinary measures in due course. Parents will be told of their right to put their point of view to the Head Teacher in writing.

If parents wish to receive further information or appeal against the decision to exclude their child, a meeting will be arranged in which Trustees will hear the case for exclusion from the Class teacher and the Headteacher and the appeal from the parents.

When the discussion has taken place, the Trustees will make their decision and will confirm this in writing, giving their reasons to the parents and the School.

If the Trustees decide that the pupil should return to school, parents will be given the date of return in writing.

Parents will also be informed of their right to put their point of view to the Chairman of the School Mandate Group and Chair of the Board of Trustees and to appeal, should they wish.

Reasons for Exclusion (fixed term or permanent)

Exclusion whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable behaviour. This list is not exhaustive.

- Persistent disregard for the school rules.
- Unauthorised leaving the school grounds or truanting.
- Verbal abuse.
- Physical abuse, actual or threatened.
- Indecent behaviour, sexual abuse or assault.
- Damage to property.
- Use/possession/supply of illegal drugs.
- Misuse of other substances.
- Theft.
- Carrying an offensive weapon.
- Refusing to follow direct instruction which creates an unsafe environment for the pupil, the other pupils in school, or staff.
- Unacceptable behaviour, which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.
- Where the parents of a pupil, or the pupil themselves have caused undue harassment of staff.
- The behaviour of the parents is judged by the School to be unreasonable and affects, or is likely to affect, adversely the pupils' or other pupils' progress at the School, the wellbeing of school employees or the reputation of the School.
- Where the pupil of the parent/s or carer/s continued relationship with the School is not compatible with the aims and objectives of Steiner education (required withdrawal).

The School also reserves the right to exclude pupils on the grounds of non-payment of financial contributions.

Training

Our staff are provided with regular opportunities for training on managing behaviour, including training on:

- Positive Behaviour Management
- Trauma-Informed and Attachment Aware approaches
- The needs of the pupils at the School
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Roles and Responsibilities

The Trustees are responsible for monitoring this behaviour policy's effectiveness and holding the Head Teacher to account for its implementation. The policy will be reviewed by the Head Teacher, the SENDCO, and DSL at least annually, or more frequently if needed to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Safeguarding Trustee.

The Head Teacher and Behaviour/Designated Safeguarding Team are responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the School environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure responses are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its principles and practice, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Use of Reasonable Force

York Steiner School does not allow any method of physical punishment of pupils. All punishments should have a clear pedagogical purpose and value.

The use of force as a punishment is unlawful.

Reasonable force can be used to prevent pupils from doing or continuing to do any of the following:

- committing an offence;
- injuring themselves or others;
- damaging property; or
- disrupting good order and discipline in the classroom.

Physical restraint should only be used as a last resort. Physical force should never be used to coerce a pupil to gain compliance with an adult's instruction. Physical restraint may include:

- physically interposing between pupils
- blocking a pupil's path
- holding
- leading a pupil by the hand or arm
- shepherding a pupil away by placing a hand in the centre of the back
- (in extreme circumstances) using more restrictive holds. Wherever possible, the assistance of another adult should be obtained.

Reasonable force incidents should always be recorded and shared with the Behaviour/Safeguarding Team.

Zero-tolerance approach to sexual harassment and sexual violence

The School will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The School's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The School has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer for early social care support
- Refer to children's social care
- Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

Related Policies

- SEND Policy
- Attendance Policy
- Physical Handling Policy
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy

APPENDIX ONE

BEHAVIOUR STRATEGIES – PROS AND CONS

Strategy	Pros	Cons
Using a song for class to sing when group activities take place	Instructions given through an additional language is possible	Activity has time limit of the song
Use chime/bells/sounds to indicate an instruction	Simple but positive indicator of an expectation.	
Giving a limited choice within specific boundaries	Gives child sense of control/self-responsibility	
Class teacher assistant (sense of purpose)	Lift their self-esteem/sense of purpose	
Say thank you rather than please	Positive framing	
Say “We need” rather than “shall we”	“we need” includes whole class – not a direct order	
Being ready for the task e.g. “if you are ready, click your fingers”		
Ending/starting with some verse/breathing/silence	Supports sense of rhythm and helps class to feel grounded	
Giving jobs or responsibilities	Can give child a sense of achievement and sense of purpose	Can be seen as rewarding poor behaviour, can be all jobs and no work
Counting down	Gives a clear time to get ready in	
Individualised technique	Great for relationship and feeling seen	Takes time
Thanking individuals who are following instructions	Encourages positive behaviour via peer pressure. Shows we see the children who are doing well	Too subtle for some
Agreed signed cues	They tend to regulate each other quickly	Subject teachers don’t always know what the class responds to
Humour and thanks	Vital Puts children at ease.	Can become too silly.
Love	Vital	Can become co dependant
Explain safety rules before lessons (children to follow safety rules)	Helps to avoid mishaps	
Explaining behaviour needed and giving the reason/ purpose and natural consequences	Can involve class in their own behaviour management they feel respected.	Has to be age appropriate.

Singing for transitions	No instructions/ verbal cues needed becomes automatic	
Empowering children explain what is preventing them to behave or do x,y,z	Can unlock a child – really start to understand the issues	It mustn't be an interrogation.
Music & Sound & Routines	Can calm, remind children of what is coming next and therefore the expectations	Can become white noise?
Give a limited choice	Less decision / pressure	They may continue to refuse-see steps
Clean Slate	The children are given a clean slate the next day.	Sometimes there needs to be a consequence and it can only practically happen the next day, e.g. draw a sorry card
High Expectations	Children will strive to meet these expectations and model them for others.	Disappointment of others if high expectations are not met.
Rhythm – Familiar routine	Holds the children, predictable.	Can become <u>too</u> familiar
Physical positioning	Recognises children work better in different parts of the room / near different peers	Change can then be difficult for some children who are more rigid thinkers. They will need prior warning of a change.
Gaining / losing gym minutes etc. (class responsibility)	Children take part in class management	Children blame each other/ resentment